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INDEPENDENT PROJECT INFORMATION

**TOPIC OF MY INDEPENDENT PROJECT**: Yoga for Health

**TARGET GROUP**: A diverse group of 7 adult learners.

**Description:** This lesson incorporates basic yoga principles and poses, the health benefits of yoga and concludes with a brief, stress-relieving yoga practice

**GOAL:** Students will learn about the basic principals and health benefits of yoga. They will also enjoy a brief, stress-relieving yoga practice.

**OBJECTIVES:** Students will be able to apply knowledge of the basic principals and health benefits of yoga by performing poses in a brief yoga practice.

**PDE Academic Standards:**

10.2.6.A: Explain the relationship between personal health practices and individual well-being.

10.5.12.A: Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

**Measurable Objectives:**

* Students will be able to list the health benefits of yoga on a K-W-L (in the L section).
* Students will be able to execute a vinyassa flow sequence in a yoga practice.

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| Student Behaviors | Evidence | Criteria |
| To list health benefits of yoga  To listen and follow directions that will result in yoga poses and sequences of poses in a practice  To make modifications to poses that will improve performance.  To participate in a peaceful, relaxing practice.  Complete a KWL Chart | Student input  Student KWL chart  Student is actively participating and trying to manipulate his/her body into the different poses (independent of physical ability).  Student readjusts his/her body as a result of instructor’s critique.  Student maintains peaceful demeanor during the practice.  Students complete KWL Chart | RUBRIC, ATTACHMENT:  Students demonstrate proficient, partially proficient or needs improvement in understanding the health benefits of yoga.  Students demonstrate proficient, partially proficient or needs improvement in ability to follow a given set of directions.  Students demonstrate proficient, partially proficient or needs improvement in level of ability to make modifications to their postures (Independent of skill level).  Students demonstrate proficient, partially proficient or needs improvement level of ability to relax and remain calm during yoga practice  Students demonstrate proficient, partially proficient or needs improvement in their ability to complete their KWL Chart. |

Teaching to the Objective:

SUMMARY OF CONCEPTS

**What is yoga?**

Yoga means “union” in Sanskrit. During yoga, we strive to achieve a union between mind, body and spirit. Yoga is composed of several poses, called asanas that strengthen and stretch the body. Many people think that yoga is just stretching; however, during yoga one attempts to reach a balance between stretching and strengthening. Individuals who practice yoga discuss their “practice,” which is really their development in yoga. One’s yoga practice is constantly evolving and changing. Although the poses don’t change, you do and your relationship with the pose changes.

**What are the health benefits of yoga?**

The health benefits of yoga include:

* **P**ulse rate decreases
* Blood pressure decreases
* Cardiovascular efficiency increases
* Respiratory efficiency increases
* Gastrointestinal function normalizes
* Endocrine function normalizes
* Excretory functions improve
* Musculoskeletal flexibility and joint range of motion increase
* Breath-holding time increases
* Joint range of motion increase
* Grip strength increases
* Eye-hand coordination improves
* Dexterity skills improve
* Reaction time improves
* Posture improves
* Strength and resiliency increase
* Endurance increases
* Energy level increases
* Weight normalizes
* Sleep improves
* Immunity increases
* Pain decreases
* Steadiness improves
* Depth perception improves
* Balance improves
* Integrated functioning of body parts improves

Psychological benefits

* Mental calmness
* Stress reduction
* Mood improves and well-being increases
* Social adjustment increases
* Anxiety and depression decrease
* Concentration increases
* Memory and attention improve
* Self-acceptance increases

**Why does yoga benefit your health?**

Yoga incorporates physical and mental disciplines to achieve peacefulness of both body and mind. Yoga helps you relax and manage your stress.

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| **Time** | | **Activity** | **Differentiation** | |
| 5 minutes | | LESSON INTRODUCTION:  Warm up: (As I get ready to begin lecture) Students create KWL chart in notebook. They fill out the Know section. At the end they finish the sentence, “When I hear the word yoga, I think of \_\_\_\_\_\_\_.” We go around the class and every student reads his/her sentence.  Tell students to continue with KWL chart. Ask them to write “What they want to know.” | Linguistic: Multiple intelligences can create chart and finish sentence starter.  Visual: Students are creating graph.  Auditory: Students are listening to the thoughts and ideas of other students. | |
| 5 minutes | | DEVELOPMENTAL ACTIVITES  Introduction: Ask students, “What makes yoga different from other forms of exercise?” Review the balance between mind and body. Explain the holistic importance.  Ask students, “Do you think yoga benefits you psychologically?” They should say yes. “Why? What about it could benefit you?” Explain the yogic emphasis on peace, mental clarity and wholeness with self.  Ask students, “Who do you think could benefit from yoga?” They should say everyone. If not, I will ask them, “Sudents?” “Teachers?” I will show studies that prove yoga aids students and helps them to learn. | Hands-on: Students will actively participate and raise their hands.  Visual: I will jot down their ideas on the board  Auditory: I will be explaining orally. | |
| 7 minutes | | Healh Benefits of yoga: Review the basic health benefits of yoga, show statistics and data on the projector, and explain how and why yoga saves lives.  The Basics of Yoga (Prezi): Review the basics of yoga, show students of what a typical practice consists, show them the vinyassa flow sequence, the name of the posture, and show video of yoga, and explain savasana and Namaste.  Ask students: “How do you think they came up with these names?” “Do your animals practice yoga?” “Do you think you can do this?” I will assure them that they might be surprised. | Visual: Project presentation  Auditory: Explain the information orally.  Hands-on: Students will be creating a KWL chart and filling in the L column. | |
| 10 minutes | | We will cross our legs, and go over yoga breathing, “Down dog” and the importance of breathing through the poses. Slowly, we will go into “Up dog”. We will go over the importance of breathing and listening to our bodies. We will complete the sequence. We will do that again. This is a vinyassa.  Then students will stand up tall, reach up then bend over and grab their toes. We will do a flat back and reach back down for our toes. Students should see a difference.  Show students how to drop back down to up dog. Then we will complete a vinyassa sequence.  Practice “tree pose”. Show the three different variations of tree pose: ankle, shin, knee.  Demonstrate a vinyassa sequence and perform it as a whole class activity.  Teach students crow pose. Students can opt out of trying this one. If they choose not to do this, they can do a vinyassa. | Kinesthetic: Students will have the opportunity to engage and practice on their own under my guidance. Students will use their bodies to show and represent the poses.  Visually: Model the poses and show images of the poses on the projector.  Auditory: Explain the poses, breathing styles as we progress. | |
| 3 minutes | ASSESSMENT  During the last vinyassa, talk students through the sequence and monitor all of their progress. This will serve as assessment using the rubric.  Do some light stretching and then enjoy a one minute savasana.  CLOSURE  Students will evaluate whether they have learned the objective, “Students will apply knowledge of the basic principals and health benefits of yoga in a brief yoga practice” with a thumbs up, to the side or down.  Students will finish their KWL and reflect on the practice by finishing the sentence, “After that yoga practice, I feel \_\_\_\_\_.” Every student will have the opportunity to answer. | | | Visual: Students will be able to complete the chart and sentence starter  Auditory: students will hear what other students have synthesized from the practice  Hands-on: students will complete their chart and summarize the practice in a sentence. |

**Follow up:** students can assess how they feel mentally and physically after the yoga practice in a brief journal entry.

**Materials**: Computer with internet, Projector, room with space, Prezi, chart paper, markers, notebook paper.

**Technology**: Computer, Projector, Prezi Presentation

**RESOURCES: (LIST TWO)**

Cummins, C. (2011). *Relaxation 101*. Yoga Journal. yogajournal.com

Staff, M. C. (2010). *Yoga: Tap into the many health benefits*. Mayo Foundation for Medical Education and Research. mayoclinic.com

**ASSESSMENT: (CREATE A RUBRIC EXAMPLE WHICH CAN BE MODIFIED OR REPLACED)**

The assessment will be practicing yoga. I will ensure that all students are actively engaged, trying and applying the new material to their practice.

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| CATEGORY | 4 | 3 | 2 | 1 |
| Attitude | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |
| Focus on the task | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| Quality of Work | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. |
| Pride | Work reflects this student's best efforts. | Work reflects a strong effort from this student. | Work reflects some effort from this student. | Work reflects very little effort on the part of this student. |